

Beresford/Woodfield Center School District Improvement Plan/Progress Report Form

Principle: 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:25:04 Evaluation procedures School districts shall ensure, at a minimum, that evaluation procedures include the following:

(5) A variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents that may assist in determining:

(a) whether a child is a child with a disability; and

(b) The content of the child's IEP, including information related to enabling the child:

(i) To be involved in and progress in the general curriculum; or

(ii) For a preschool child, to participate in appropriate activities;

The district has made a concerted effort to gather functional information for students upon reevaluation; however, functional information was not available in areas of suspected disability in 5 of 22 student files reviewed.

24:05:04.02 Determination of needed evaluation data

As part of an initial or reevaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine what evaluation data is needed to support eligibility and the child's special education needs. Through interviews and file reviews, the monitoring team determined parental input was missing in 5 of 22 files.

24:05:25:04 Evaluation procedures School districts shall ensure, at a minimum, that evaluation procedures include the following:

(7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

(8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified

Five files reviewed by the monitoring team had the student's eligibility as developmental delay. During the evaluation process personal/social and adaptive were not evaluated. For a student to qualify for developmental delay a student must be evaluated in the following areas: cognitive development, physical development, communication development, social and emotional development, and adaptive functioning skills.

The student's prior notice for evaluation listed language testing, and none were completed. Two student's prior notice for evaluation listed an OT sensory screen, but none were completed.

Through file reviews and interviews the monitoring team found no transition evaluations were administered to any students at Woodfield Center turning 16.

24:05:30:05 Content of notice The notice must include the following:

(1) A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and description of any other options the district considered and the reasons why those options were rejected;

(2) A description of each evaluation procedure, test, record, or report that the district uses as a basis for the proposal or refusal;

(3) A description of any other factors which are relevant to the district's proposal or refusal;

(4) A statement that the parents of a child with a disability have protection under the procedural safeguards can be obtained; and

(5) Sources for parents to contact to obtain assistance in understanding the provisions of this article.

Through a review of student records, ten out of twenty-two prior notice/consent for evaluation did not contain a description of the action proposed or refused by the district, an explanation why the district proposed or refused to take the action, a description of any other options the district considered and the reasons why those options were rejected. The prior notice used by Woodfield Center did not have this information on their form.

Desired Outcome(s): The district ensures evaluations and reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for eligibility.				
1. Measurable Goal: Prior notice forms will list all tests to be conducted and an explanation of the actions proposed or refused by the district.				
Short Term Objectives:	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? All students being evaluated will have a complete evaluation in all areas of suspected disability. The information will be listed on the prior notice for evaluation. What data will be given to SEP to verify this objective? The special education teachers will check all initial and reevaluations and report the number that had complete evaluations and were listed correctly on the prior notice to the SEP.	April 2005 and ongoing	All cooperative and special education staff	Met January '06	
Please explain the data (6 month) Woodfield Center completed five correctly and all evaluations were listed on the prior notice.				
2. What will the district do to improve? Woodfield Center will update the prior notice form to reflect accept/reject actions taken by the team. What data will be given to SEP to verify this objective? The Education Director will report that the form has been updated.	May 2005	Special Education Staff	Met January '06	
Please explain the data (6 month) All prior notice forms were updated and reflect accept/reject actions taken by the team.				
2. Measurable Goal: Parent input into the evaluation will be acquired for all students being evaluated before the evaluation process begins.				
Short Term Objectives:	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

<p>1. What will the district do to improve? The district will have parent input into all evaluations before they begin. What data will be given to SEP to verify this objective? The special education teachers will check all initial evaluations and reevaluations to ensure parents had input into the evaluation. The district will send the SEP the number of students evaluated and the number that had parent input.</p>	<p>June 2005</p>	<p>All special education staff</p>	<p>Met January '06</p>	
<p>Please explain the data (6 month) Parent input was requested and included when available for all evaluations. There were five students evaluated at Woodfield Center School. All parents were sent a parent input form. Of the five, three returned the parent input sheets completed. The other two did not send the sheets back or provide any input during the meeting to discuss results of the evaluations.</p>				
<p>3. Measurable Goal: Transition evaluations will be done in evaluations for students before the age 16.</p>				
<p>Short Term Objectives:</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? An in-service will be given to all special education staff on transition. A list of all students' birthdays will be developed and transitions evaluations will be given to all students before their 16th birthdays. What data will be given to SEP to verify this objective? The date of the in-service and number attending will be submitted to the SEP. The number of students turning 16 and the number who had transition evaluations will be sent to the SEP.</p>	<p>Fall 2005</p>	<p>Special Education Staff</p>	<p>Met January '06</p>	
<p>Please explain the data (6 month) Staff attended a transition workshop on 2/18/05 and met with Bev Peterson on 2/22/05 to discuss transition topics. There were six students that turned 16 and all six had transition evaluations done.</p>				

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Issues Requiring Immediate Attention

ARSD24:05:25:06 Reevaluations

24:05:22:03 Certified child

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

The monitoring team identified the following issues:

1. A student turning 6 who had been under the disability of developmental delay was reevaluated for only speech and behavior. The parents expressed concerns at the meeting about anxiety and that the child could not control bowel movements. The student needs to be reevaluated to determine appropriate eligibility.
2. A 4 year old student under the disability of other health impaired did not have a complete evaluation to support the disability. There were no cognitive or psychological evaluations.
3. Two students at Woodfield Center were reevaluated. One evaluation was completed on 10/14/04, the other student's evaluation was completed on 2/26/04. There has not been a meeting held for either of these students to determine eligibility.

Desired Outcome(s):

All students will be correctly identified and meetings held in the required timelines.

4. Measurable Goal:

Reevaluations will be conducted and meetings will be held in the required timelines.

Short Term Objectives:.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? Reevaluations will be held in the fall to receive the most reliable information for a 6 year old listed as developmental delay and a 4 year old listed as other health impaired. What data will be given to SEP to verify this objective? The results of the evaluations will be sent to the SEP via The mail to Angela Brodiker on January 6, 2006.</p>	October 2005	Special Education Staff and Coop. staff	Met January'06	

Please explain the data (6 month)

Reevaluations were conducted and the results were sent to the SEP.

2. What will the district do to improve? Meetings were held for the two WFC students to determine eligibility What data will be given to SEP to verify this objective? The results from the meetings will be sent to the SEP after Feb. 3rd.	May 2005	Special Education Staff	Met January'06	
Please explain the data (6 month) Reevaluations were conducted and the results were sent to the SEP.				

Principle 4: Procedural Safeguards

Present levels:

ARSD 24:05:30:15-Surrogate Parent Each school district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of a child are protected if no parent can be identified and the district, after reasonable effort, cannot discover the whereabouts of a parent or if the child is a ward of the state. At a minimum, a district's method for determining whether a child needs a surrogate parent must include the following:

- (1)The identification of staff members at the district or building level responsible for referring students in need of a surrogate parent; ;
- (2)The provision of in-service training on the criteria in this section for determining whether a child needs a surrogate parent; and
- (3)The establishment of a referral system within the district for the appointment of a surrogate parent.

The district superintendent or designee shall appoint surrogate parents.

The district shall ensure that a person selected as a surrogate has no interest that conflicts with the interest of the child the surrogate represents and has knowledge and skills that ensure representation of the child. The district is responsible for the training and certification of surrogate parents and shall maintain a list of persons who may serve as surrogate parents.

A district may select as a surrogate a person who is an employee of a nonpublic agency that only provides noneducational care for the child and who meets the conflict of interest and knowledge standards in this section.

A person assigned as a surrogate may not be an employee of a public agency that is involved in the education or care of the child.

A person who otherwise qualifies to be a surrogate under the provisions of this section is not an employee of the agency solely because the person is paid by the agency to serve as a surrogate parent.

The surrogate parent may represent the student in all matters relating to the identification, evaluation, educational placement, and provision of FAPE to the students.

The district superintendent or a designee is responsible for reporting to the placement committee on the performance of the surrogate parent.

The monitoring team through file reviews and interviews determined three students at Woodfield Center were not assigned a surrogate parent when needed.

ARSD 24:05:29:05 – Record of Access Each school district shall keep a record of parties obtaining access to education records collected, maintain, or used under this chapter, except access by parents and authorized employees of the district, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. A parent or eligible student may inspect this record on request.

The monitoring team found through file reviews and interviews Woodfield Center does not have any record of access to educational records for their students on IEPs.

Desired Outcome(s):

Procedures for assigning surrogate parents will be established and followed.

1. Measurable Goal: Procedures will be reviewed and surrogate parents will be assigned for those students who are identified.				
Short Term Objectives:	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The district will follow the surrogate parent procedures when a student is identified. What data will be given to SEP to verify this objective? A list of the number of students in need of a surrogate will be developed and verified by the special education staff according to the guidelines.	April 2005 and ongoing	Special Education Staff	Met January'06	
Please explain the data (6 month) Surrogate guidelines are being followed at all sites.				
2. What will the district do to improve? Woodfield Center will include a record of access with each Special Education file. What data will be given to SEP to verify this objective? The Education Director will verify that this has been done, and report to the office the number of students on IEPs and the number having record of access with their files.	April 2005 and ongoing	Special Education Staff	Met January'06	
Please explain the data (6 month) Woodfield Center currently has 18 students on IEPs. All student files include a record of access form.				

Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.01 IEP team Each school district shall ensure that the IEP team for each student with disabilities includes the following members:

- Parents of the student
- At least one regular education teacher of the student
- At least one special education teacher of the student
- A representative of the school district who:
 1. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 2. Is knowledgeable about the general curriculum; and
 3. Is knowledgeable about the availability of resources of the school district;
- An individual who can interpret the instructional implications of evaluation results,
- Other individuals who have knowledge or special expertise regarding the student including related services personnel as appropriate;
- If appropriate, the student; and
- Transition services participants.

Through the review of twenty-two files, the monitoring team determined team membership did not consistently include the appropriate team members. Administrators did not consistently attend and regular education teachers at Woodfield Center did not consistently attend IEP team meetings.

ARSD 24:05:27:13.01 Agency responsibilities for transition services If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate an IEP team meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP.

Nothing in this section relieves a participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

A participating agency is a state or local agency, other than the public agency responsible for a student's education that is financially and legally responsible for providing transition services to the student.

ARSD 24:05:27:13.02 Transition services Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

Through file reviews and interviews, the monitoring team noted representatives from other agencies were not consistently invited to IEP meetings for students age 16 and older at Woodfield Center, nor did the school take other steps to obtain their participation in the planning of transition services.

ARSD 24:05:27:01.03 Content of Individualized Education Plan A student's IEP must contain a statement of the student's present level of performance. The present levels of performance should be a reflection of the functional assessment information gathered during the comprehensive evaluation. In addition, how the child's disability affects his/her progress in the general curriculum must be addressed.

The monitoring team determined 5 of 22 student IEPs reviewed did not contain skill specific functional assessment information in the present levels of performance (PLOPs). In addition, the present levels of performance did not address transition in five of seven transition age students' IEPs reviewed by the team.

Annual goals must be measurable and reasonable for the student to accomplish within a one year timeline. The monitoring team concluded nine files did not have measurable annual goals. Annual goals must address the condition, performance and criteria.

ARSD 24:05:27:01.03 Content of Individualized Education Plan A student's IEP must contain a statement of the student's present level of performance.(4) An explanation of the extent, if any, to which the student will participate with nondisabled students in the regular class and in activities described in the section; student files need to contain the justification statements and use the accept/reject format.

Desired Outcome(s): The district shall ensure that all areas of the IEP are addressed.				
1. Measurable Goal: The district will ensure that the IEP team includes the appropriate members and transition services are addressed.				
Short Term Objectives:	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The district will ensure the IEP meeting has the correct membership. What data will be given to SEP to verify this objective? The district will report the number of IEPs completed and the number having the correct membership.	April 2005 and ongoing	Special Education Staff	Met January'06	
Please explain the data (6 month) Woodfield Center currently has 18 students on IEPs. All eighteen have the correct membership included. The rest of the district; Early Childhood-High School have held 28 IEPS and all have correct membership included.				
2. What will the district do to improve? All IEPs of students 16 and older will provide transition services including inviting representatives from other agencies to IEP meetings. What data will be given to SEP to verify this objective? The number of students 16 or older with IEPs will be reported to the SEP, with the number of outside agencies invited to attend the meeting.	April 2005 and ongoing	Special Education Staff	Met January'06	

Please explain the data (6 month)
Woodfield Center School has 6 students 16 or older on IEPs. School for the Deaf visited with one student At the request of the Education Director. He did not attend the review. A pamphlet of Vocational Rehabilitation sites and phone numbers in the students' respective counties were provided to the parents in each case. Vocational services have been contacted to attend the meetings, but have requested to be contacted when the student returns to the home district. There was not a representative from Vocational Rehabilitation present at any reviews thus far.

2. Measurable Goal: The district shall ensure that the IEP for each student with disabilities includes the required content.

Short Term Objectives:	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Present levels of performance will contain skill specific functional assessment information. What data will be given to SEP to verify this objective? The special education director will check all IEPs and report the number containing present levels of performance with skill based functional assessment to the SEP.	April 2005 and ongoing	Special Education Staff	Met January'06	

Please explain the data (6 month)
Of the eighteen current IEPs at Woodfield Center, all eighteen contain present levels of performance based on skill based functional assessments. All current IEP's in the rest of the district have functional assessments that are part of the PLOP's.

2. What will the district do to improve? Annual goals and short-term objectives will be evaluated to ensure that condition, performance and criteria are addressed in each. What data will be given to SEP to verify this objective? The special education director will check all goals and objectives and report to the SEP the number with required content.	April 2005 and ongoing	Special Education Staff	Met January'06	
--	-------------------------------	--------------------------------	-----------------------	--

Please explain the data (6 month)
Of the eighteen current IEPs at Woodfield Center, all eighteen contain goals and objectives that address condition, performance and criteria.

<p>2. What will the district do to improve? Justification statements will be included in all IEPs and will use the accept/reject format.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will check all IEPs and report the number using the accept/reject format in the justification statements to the SEP.</p>	<p>April 2005 and ongoing</p>	<p>Special Education Staff</p>	<p>Met January'06</p>	
<p>Please explain the data (6 month) Of the eighteen current IEPs, all eighteen use the accept/reject format in the justification statements.</p>				
<p>3.What will the district do to improve? An in-service will be given to all special education staff on IEP content.</p> <p>What data will be given to SEP to verify this objective? The date and number attending the in-service will be reported to the SEP.</p>	<p>Fall 2005</p>	<p>Special Education Staff</p>	<p>Met January'06</p>	
<p>Please explain the data (6 month) All Woodfield Center teachers were updated on Special Education procedures and IEP content at an inservice on March 9, 2005. This was done following the transition meeting to ensure that all information was specific and comprehensive.</p>				